1. What is your title?
2. What is the function of the EPA?
3. What does your sect of the EPA do?
4. How has that been challenging with the EPA's new leadership?
5. Can you describe the atmosphere at the EPA after Scott Pruitt took office?
6. What does the United States need to do to combat climate change?

   Answer:

   Organizations across the country can, and do, work to reduce the risks posed by climate change. You can find out what more than a dozen federal agencies are doing to analyze climate change through the U.S. Global Change Research Program http://www.globalchange.gov/browse. Just as important as what we're doing at the federal level are actions at the state, local, and tribal levels. EPA provides a wealth of information https://www.epa.gov/statelocalenergy about what actions governments and other organizations are taking to reduce risks and also adapt to a changing climate. NASA also provides useful information about adaptation https://climate.nasa.gov/solutions/adaptation-mitigation/ to climate change.
7. Can you explain the difference between climate change and global warming?

   Answer:

   For a concise comparison of the terms "climate change" and "global warming," please consult the National Aeronautics and Space Administration's (NASA's) Global Climate Change: Vital Signs of the Planet https://climate.nasa.gov/resources/global-warming/ portal.
8. What are common misconception about our environment?

   Answer:

   A common misconception is that individuals can't make a difference in protecting the environment. For information about what you and your classmates can do to take action, see the response to question number 12.
9. Why is the EPA important to current and future generations?
10. How do you think the Trump administration is harming progressive environmental policy?
11. How does denying the existence of global warming and its effects harm future generations?
12. What can students at McLean (and students everywhere) do to fight global warming?

    Answer:

    The good news is that students – and indeed everyone – can take steps to reduce

greenhouse gas emissions. One good resource that explains what students can do is NASA's Climate Kids https://climatekids.nasa.gov/how-to-help/ site. Of use to you and other students at McLean High School are NASA webpages that provide descriptions about a range of green careers https://climatekids.nasa.gov/menu/dream/ that you may want to consider.

13. Is there anything else you'd like to add?

    Answer:

    Many students are using information from EPA's Climate Change Indicators in the United States, 2016 (Fourth Edition) https://www.epa.gov/climate-indicators/ resource, which presents information about observed changes in climate that are linked to rising levels of carbon dioxide and other greenhouse gases in our atmosphere.

    Through its Essential Principles of Climate Literacy https://www.climate.gov/teaching/essential-principles-climate-literacy/essential-principles-climate-literacy portal, the National Oceanic and Atmospheric Administration (NOAA) provides links to a wealth of materials about climate change for students and teachers. Available resources include multimedia, learning activities, demos and experiments, and interactive tools.

    Educators will also be interested in the many Climate Change Lessons from NASA's Jet Propulsion Laboratory https://www.jpl.nasa.gov/edu/teach/tag/search/Climate+Change .